

# NLS Activity Resource Sheet

Year	1
Term	3
Strand	W 1

## Objectives

Phonological awareness, phonics and spelling: the common spelling patterns for each of the long vowel phonemes: **ee**, **ai**, **ie**, **oa**, **oo** (long as in *moon*) - see Appendix List 3; to blend phonemes for reading.

## Activities

**Exemplar: ow** as in **blow** and **know**.

### Class

- Return to a favourite rhyme, rhyming book or slogan, e.g. *Row, row, row your boat* on a laminated poster or in a Big Book. Allow the children to underline the vowel digraph. The children can start an **ow** word bank using this rhyme.
- Search the room for other instances of **ow** making an **O** sound at the end of a word. Possible places are the rhymes, *Aeroplanes, all in a row, One man went to mow*.
- Think of advertising slogans and notices children have seen and heard that make use of rhyme, e.g. *Let the train take the strain*. They can make up their own slogans. Some of these slogans will use different spellings of the rhyme, e.g. *Soap on a rope, Slow! Toads on road*.

### Group

- Use these **ow** words to reinforce reading by making split-page books using their rhyming words, e.g. *Pat the cat* or *Blow the crow*. The children can make their own word wheels and word slides using the sets of rhyming words they have gathered. See the Photocopiable Resource Sheets and onset-rime combination Resource Sheet.
- The children can make a cube game using their rhyming words.
- Devise words sorts, e.g. two-, three-, four-letter words, words beginning with the same letter, words which are connected by topic. One group could sort them and another group guess what criteria they have sorted them by. Display words in hoops (Venn diagrams), indicating words in two categories.
- Play *Change a Letter*. Start with a word, and change one phoneme (letter or digraph) to make a new word, in a chain, e.g. *tray - pray - play - lay - low - blow*.

### Plenary

- Children bring the words they have found, present some of the gadgets they have made with the words, share the pictures they have drawn of new animals, chant some of the jingles they have made up.

### N.B.

At class and group level give children opportunities to reread the books and posters from which they derived words that they have been reinforcing through word wheels, games, etc., thereby ensuring that they continue to recognise the meaningful object of reading.

## Relevant published materials/resources

**Find Me a Tiger**, Lindley Dodd (Puffin). **One Fish, Two Fish**, Dr. Seuss (Collins).